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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR DECEMBER 23, 1929

EDITORIALS:—
The Glad Season 567
Demonstration vs. Theory 567
Which Tenth Fails? 567
"Tackling" Child Raising 568
Leadership of Youth 568
Important Adult Achievement 568
Our Worthy Leader 568
How the World Rides 568
Planning a Career 569
Rhode Island Achievement 569

WHAT IS NOT HISTORY 570
By A. E. Winship

BELDING'S PAGE 571
Refined Faginism 571
Stimulating Week-End 571
Illiteracy 571
Practical Education 571

MODELING HUMAN BEHAVIOR 572
By Byron C. Kirby

ADULT NIGHT SCHOOL TRIP TO WASHINGTON 574
By Mrs. Harry R. Lacey

EVERYDAY LIFE IN RUSSIA 576
By L. H. Putney

PERSONAL AND PROFESSIONAL 578

YOUR DOG (Poem) 579
By Jeanette Norland

THEY SAY 580

WHEN THE COLLEGE BOY AND GIRL COME HOME 581
By Arthur Dean

ARE THESE YOUR PROBLEMS? 582

CHARACTER CHATS 583
By Joseph B. Egan
Simon, the Simpleton—I 583
Simon, the Simpleton—II 583
Simon, the Simpleton—III 583
Simon, the Simpleton—IV 583
Art 584

EDUCATION IN ACTION 585

TREND OF THE TIMES 587

THE BOOK TABLE 588

GRINS BETWEEN GRINDS 589

VARIETY IN INDUSTRIAL COURSES 590

"DATE BUREAU" URGED 590

INDUSTRY IN HIGH SCHOOLS 590

FRATERNITIES AID SCHOLARSHIP 590

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EDITORIALS

The Glad Season

A HEARTY CHRISTMAS WISH goes with this issue of the Journal of Education to every reader. May your Christmas be full of blessedness, and your entire holiday season bright with Joy and Promise.

Demonstration vs. Theory

PRACTICALLY every important administrative position is being filled by some one who has demonstrated exceptional ability in administration.

This magnifies the fact that in this scientific and industrial age it is in the atmosphere that the public accepts no untried theory, but demands demonstration.

Practically every city superintendent has been selected either from the assistants of the city or from a successful superintendency in some city.

Practically every important college and university presidency is filled by a successful administrator. Denver University did not go to California for a professionalist for its president, but took the superintendent of one of its largest cities, and Lincoln School, Teachers College, Columbia University, passed by a multitude of professionalists and selected the superintendent of Denver.

Which Tenth Fails?

THE professional director of a state university said on March 15: "A study of thousands of students shows that less than one-tenth of those prominent in high school 'pass' during their first year in college."

Possibly the upper tenth of those who do "pass" in academic studies would be morons if given an intelligence test on the scientific and industrial achievements of the four years they were in the high school preparing to pass college examinations.

The very day that that professional director made that statement, one of the best city superintendents in that state asked us if there was any probability that that university would ever be of service to the wide-awake seniors in the high schools of that state.

There are intelligent persons who think it is as important for colleges to be prepared to be of

service to high schools as for high school students to be prepared for college.

We are taking no part in this discussion, but it may assume an importance that academicians do not fully appreciate.

"Tackling" Child Raising

BEREA COLLEGE, Kentucky, under the leadership of Dr. William J. Hutchins, is awakening the unlettered mountaineers to the seriousness of raising a large family.

Women from the college go through the mountains as extension lecturers, talking on "Child Study," and fathers are as interested as the mothers.

Recently a rugged mountaineer, father of a large family, said at the close of one of these "Talks": "Do you mean that you raise one child one way, and another one different? I always treat 'em all alike. Mebbe there is a difference in 'em, though." After a little thought he remarked: *"There's jest more thinking to the raising of children than a common man can tackle!"*

Leadership of Youth

SO FAR as we can recall South Dakota is the only state that has chosen a state superintendent largely because of his skill in the leadership of youth. State Superintendent E. C. Giffen was not only one of the great leaders of youth in the country for several years before his nomination and election to the state superintendency, but he continues his interest and merges it in his state official opportunity. He has created "The Young Citizen," and reads it to every Young Citizens League chapter and to every grade teacher.

If any other state department has thus definitely inspired every grade teacher to make the leadership of youth out of school a vital part of public school service it has escaped me. It is characteristic of the spirit of Mr. Giffen's thought and official life.

What is of equal importance is the fact that it typifies the purpose of State Departments of Education. Old things have passed away, all things are new in this day of achievement education.

Important Adult Achievement

THERE'S no week that we do not feel an educational thrill such as one could not experience once a year before 1920.

There are more famous county achievements now than there were state achievements ten years ago.

These administrative developments make it imperative that no one should be satisfied with prideful satisfaction with any attainment in one line of effort or any one section of the country.

It is a professional crime for any one not to know the wide range of activities in education.

We are led to write thus intensely because of the article we are using in this issue by Mrs. Harry R. Lacey, of Chattanooga, chairman of the Hamilton County Board of Education, on the trip of the Adult Night School to Washington.

Our Worthy Leader

WILLIAM JOHN COOPER is demonstrating sane and inspiring leadership officially and personally. He commands respect and professional admiration on the platform and in intimate acquaintance as he meets academic leaders and public school officials, principals and teachers. He magnifies the new opportunities and responsibilities which come with the new dignity of the Office of Education.

Willard Givens, superintendent of Oakland, is a combination of Presidents Theodore Roosevelt and Herbert Hoover, with the decisiveness of the one and the scientific attitude of the other. It was a Rooseveltian act when he cancelled all football games of the Oakland High School on November 16, the day when two of the high schools of the city were to play for the championship in the afternoon. Both high schools had been decorated with paint the night before.

How the World Rides

FLORENCE C. FOX, United States Office of Education, gives the children of today a revelation that they need but can never fully appreciate. They need to read about the past, though they must think of it as though it were two thousand years ago.

Few of our readers can feel the change in methods of riding as we can. We went West as far as Indianapolis sixty-five years ago before there was a sleeping car in existence; we went to California fifty-four years ago before there was a dining car in existence.

There has been greater improvement in public travel since 1920 than there was from 1875 to 1900, and more wonderful changes in the last five years than in any ten years before ten years ago.

Tomorrow—I am writing this November 29—I'll get in the luxurious Colonial Limited train, and enjoy every conceivable luxury of Pullman car, club car, observation car, dining car, for forty-two hours and leave the train at Mobile, and it goes on to New Orleans. All this with no change of cars, no anxiety about anything from Boston to Mobile. This would have seemed as impossible in 1920 as the Graf Zeppelin did a year ago.

The youth of today need to know what Florence

C. Fox has told them in "How the World Rides" more than it needs to know many things they had to learn ten years ago.

Planning a Career

THERE is no achievement that will signify more for our country and its future than to have youth in their high school days learn what they can probably do successfully that they will enjoy doing day by day as long as they live.

Most of us had our future planned before we went to school. We were determined to be a politician, fireman, or a garbage collector, but none of us have ever done what in our infancy we planned to do.

If we had sought the guidance of father or mother we would have been told that there was no likelihood that we would want to do as a man what we thought we would like to do as children. We did not want guidance.

Guidance is now a favorite professional diversion. Traditional enthusiasts are content to guide children to be good, but modern educationists insist that to be good one must be good for something. Good-for-nothing goodness is out-of-date.

Dr. Lewis W. Smith's selection from the township principalship at Joliet, Illinois, to succeed Dr. H. B. Wilson as superintendent of the State University city of California was not accidental nor incidental. The chief item in his record in Joliet, Illinois, was the famous success of the occupational department in which his associate author, Gideon L. Blough, was an instructor.

"Planning a Career" is broadcasting the ways and means that Lewis W. Smith, Gideon L. Blough and others in Joliet discussed or created and used successfully in guiding girls and boys in their purpose to be good and good for something. The book will be a vitalizing force in American education at a time when achievement is required as a guarantee of the value of anything.

A state university honors itself beyond expression when it dismisses nine students of a highly respectable man's fraternity who had ten gallons of liquor in the fraternity house.

Rhode Island Achievement

THE Henry Barnard Training School, Dr. Craig, principal, associated with the Rhode Island College of Education, Dr. John L. Alger, president, has an achievement which is unapproached.

This is no pre-school plan, nor is there any legal prohibitive age for the admission of children to regular school work provided they are able to do the work of the school without strain.

The work of the kindergarten and first grade is as natural and as adapted to children of any age who are admitted to the class as the budding and blossoming of trees in spring time.

No one is allowed to befog the work of the kindergarten or first grade by hazy professionalism that wants children to be tested for unnatural results to enhance the fame of professionalists.

The demonstration of achievement is the scholastic attainments of children in the seventh grade who have been in the Henry Barnard School from the second grade.

As a sample of the age of the children in the kindergarten and first grade we give the ages of those admitted this September, which typifies the practice for the past seven years.

Of eighty-six children admitted in September fourteen were three years old, thirty-five were four years old, twenty-one were five years old, seventeen were six years old.

Seventy of the eighty-six, or eighty per cent., were under the traditional six-years age, and forty-nine of the eighty-six, or forty-eight per cent., were below the traditional five years old for the kindergarten.

In the seventh grade of those who have been in the Henry Barnard School from the second grade, one-fourth of the highest rank had entered the kindergarten at an exceptionally low age.

Not counting the highest fourth, one-half of the high scholarship in the seventh grade entered the first grade.

In the lowest fourth in scholarship in the seventh grade none had been in the kindergarten or first grade, but had come into the second grade without the Henry Barnard work in the kindergarten or first grade.

From any angle, the children who entered the Henry Barnard School below the age of six and have had the Henry Barnard School experience in every subsequent grade are much younger for their attainment in the seventh grade than those who started their school life in the second grade in the Henry Barnard School.

From any available comparison the children are younger for their attainments than is generally true anywhere in the country.

From careful observation of the work in the Henry Barnard School we can say that the work is as exceptional as are the attainments.

Of the unusual character of the work in the Henry Barnard School we have been impressed, first, with the entire elimination of the pre-school idea; second, with the rigid exclusion of any exploration of theorists; third, by the intelligent study of the natural development of children in each subject and in out-of-class social, recreational and other personal activities.

Vitalized achievement is the only test of psychology that has any standing in the court of common sense today.

What Is Not History

By A. E. WINSHIP

NOTHING of education is in history merely because it happened, nor because it was locally interesting or important.

There have been thousands of interesting and important incidents for every incident that is in history.

A person of ordinary size in good health, leading a natural life, should drink more than sixty ounces of water a day. Half of this should pass out of the system through the kidneys in about twenty-four hours, about one-fifth should leave the system through the skin, most of the remainder should go out through the lungs, a slight amount through saliva and other secretions.

Water passes through the body unchanged and produces neither food nor force. Nevertheless it is vitally important. Persons may live relatively a long time without food, but it is impossible to live very long without water.

While everyday achievements of unimportant events make no history, simply pass through the civic, industrial and social life as water passes unchanged through the human body, there would be no history were it not for these clarifying events that are as necessary to the making of history as water is to the kidneys, the skin, the lungs and other physical activities.

These everyday affairs have no more direct connection with the making of history than water has in serving calories or vitamins.

Secondly, nothing changes the trail of education in history simply because "research" discovers something that happened before something that has been supposed to have placed education on the trail of history.

No first things ever make history unless there was some specific achievement which that first thing did in the promotion of education in history.

The history of house lighting is a clear trail from tallow candle to small oil lamps because of the whaling industry, to large kerosene lamps because of the discovery of a way to use mineral oil, to gas fixtures, and then to the electric lighting of homes, buildings, and streets.

That which has made Thomas A. Edison world famous is not that he discovered the incandescent light but that in doing so he created something that magnified the trail of illumination that had been the history of illumination in the New World for three hundred and seventy years.

Charles A. Lindbergh was born and reared, had a politically important father, and a mother with a charming professional personality, but there was no appreciable interest in the time or place of his birth, or in his father or mother, until he made a touchdown in France, and that interest would have been more or less transient had there not been some highly important achievements in aviation due to him every year since his arrival in France.

Third. History is not made by legislation, but by the enforcement of legislation which may be through penalties or through an adequate public sentiment.

The Volstead Act would have been the merest delusion had there been no penalty and no legal machinery for its enforcement. Since there is no penalty for the purchase of illegally sold intoxicants the only hope of the reduction of the purchase of illegally sold liquors is through the creation of an adequate public sentiment against the purchase and the drinking of intoxicants.

The revelation of legislators and of officials, of persons of high personal repute, could develop a public sentiment against social drinking that would materially affect the market and might consequently lead to the enforcement of laws against the illegal sale of liquor.

Because no legislative action regarding education prior to 1820 had a penalty for non-enforcement no educational legislation in New England was taken seriously.

There was important public sentiment behind educational expectation in the British Colonies, in the Quaker Colony, and in the Dutch Colony, but in New England there was no public sentiment which made any legislation on education function, that aimed at any modification of the practice of local support and local control of common schools.

There must rigidly be eliminated any attempt to have educational incidents or events given historic significance unless they became effective achievements in the promotion of the trail of education in history.

There must be as rigid an elimination of every incident or event in education which has no other claim to recognition except that it appears to have functioned before incidents or events that established the trail of education in history.

There must be a merciless exclusion from education in history of everything that has no other claim to attention than that there was legislation in its interest.

Belding's Page

REFINED FAGINISM

AMERICA must have its heroes. One of them is the boy or girl working to defray the expenses of an education. The public admires the youth or maiden who possesses such ambition.

Unscrupulous business men have taken advantage of the popular fancy for the ambitious student hero to help them in their business. It began innocently enough, perhaps, in the hiring of college boys and girls to sell books and magazines during summer vacations. The students wanted work and some of them were well adapted to the work. No doubt the thought had occurred to their employers that it would be an aid in selling if the fact were mentioned that the agent was "earning his way through college." The same astute promoter conceived the plan of having these young folks engage in a scholarship contest. "I am working for a scholarship" became a familiar statement. At first it was a true statement. Now, I am told, this is not necessarily the case.

The appeal of the aspiring collegian or pre-collegian has never been strictly ethical, since it was a putting forth of a sentimental argument in place of the only proper argument for sale of any article, namely, the value and desirability of that article itself. But business standards have not yet climbed to a plane where such niceties are commonly regarded.

The exploitation of young people who are not aiming at college attendance, training them to pose as would-be or actual students, is utterly reprehensible. Youth should be protected from the inducement to dishonesty which is inherent in such vicious practices, urged upon them by men of mature years and experience who should have better morals and a keener sense of responsibility.

STIMULATING WEEK-END

JEANNETTE, an earnest, intelligent student in her freshman year at college, writes home: "The work is piling up so high I can't possibly get it done, even by sitting up all hours of the night, many nights in succession."

Four days later the same Jeannette writes again to her parents: "Peggy has invited me home with her over the week-end. There is to be a party and a glorious time. I am sure you will let me go. My studying is all caught up."

Query number one: Did Jeannette condense many nights' studying into four terrific orgies of concentration? She made no reference in her second letter to sleepless nights or extreme drowsiness and need of rest. . . .

Query number two: Have college faculties the courage, the authority or the skill to cope with the week-end wanderlust?

Or is it to be accepted as an inevitable condition of modern college life?

No ready-made answer have I to these questions. But were I a college dean or president I should lose a bit of sleep in the endeavor to find one.

ILLITERACY

THE commission which has been appointed by Secretary of the Interior Ray Lyman Wilbur to study the illiteracy situation is confronted with the two-fold task of ascertaining the facts regarding the extent and principal locales of illiteracy, and of making recommendations as to the most effective means of reaching and teaching the people who have somehow been missed in our program of organized education.

Figures at present available on illiteracy are admitted by Secretary Wilbur to be mere estimates. Perhaps they can never be fully accurate.

We might go after the illiterates as Turkey has gone after its inhabitants, to force each one of them to master the new alphabet in so many days. But America does not seem likely to do this. Few of us would have the temerity to recommend drastic laws on this point.

Illiteracy thrives in isolated places, where human contacts are limited and where schools are non-existent. Radio has been suggested as a medium of instruction, and its potentialities in that line are very great, provided the more ordinary demands upon radio do not usurp the ether. The introduction of A-B-C's into entertainment programs would scarcely delight the average radio listener; though it might be a bit over his head, as compared with certain twaddle to which he customarily lends ear.

Talking movies have been suggested as another channel for the rudiments of learning. People in non-English-speaking countries are picking up some English in this fashion even now. But the talkies, and the silent motion picture as well, needs special adaptation to the teaching of illiterates to read and write.

Before education can be fed to the illiterates, they must be made willing and eager to be fed. When this occurs, the problem will be simpler.

PRACTICAL EDUCATION

TO BE FITTED to play one's part, effectively and bravely, in the ongoing life of one's community, one's state, one's nation, and the world, is to possess an education. Since all outward life is the unfolding of an inner self, that part of formal education which is spent in cultivating the intellect and spirit may be of greatest practical advantage.

Auson W. Belding

Associate Editor.

Modeling Human Behavior

By BYRON C. KIRBY, Ph.B., A.M.,
Principal, South Bend, Indiana

TWO forces, namely, heredity and environment, tend to determine human behavior and human achievement. The question as to which of these possesses the greater potency is one that has caused, and still causes, much discussion and much theorizing in the fields of criminology, of psychology and of science.

In all his studies Lombroso[1] came to the same conclusion; namely, that there is a criminal type; that some individuals are born with certain physical and mental characteristics which enable one to catalog them with accuracy as people who will, of necessity, fall into criminal pursuits of one type or of another; that, in short, each being is created with fixed traits, predispositions and attitudes which tend definitely to control his conduct and to shape his end. This philosophy caused much discussion, encouraged considerable thought and motivated extensive research in the field of human behavior, with the inevitable result that Lombroso's theory was impugned.

Baer,[2] with a consistency and a thoroughness peculiar to his race, went through the basic work of Lombroso, attacking and disproving each statement of major significance. Other writers[3] of the European school likewise centred their study around the above theory. As a consequence, there evolved a reversed conception concerning the importance of heredity and of environment as efficient causes of various types of human behavior.

Today, it is generally conceded that individuals are not predestined or ordained, because of hereditary influences, to be criminals, paupers, geniuses or mere human vegetables, but, rather, that they are what they are because of the environment under which they were nurtured. The type of conduct, the character, the personality, the intellectual acumen peculiar to one is the direct result of the way in which his parents nurtured and guided him, of the way in which his district and community moulded him, and of the way in which his school developed him both physically and mentally.[4] These agencies, in the final analysis, are responsible for the type and quality of our human product, and, therefore, of our social status.

Since it is true that the proper kind of citizens, individuals motivated by altruistic standards, by social-mindedness, by thought for others, by lofty ideals, by intelligent deductions, by Christian philosophy do not just happen; since it is true that they are the logical results of environments which are conducive to effective, constructive development, it reasonably follows that the major emphasis in all procedure relating to child nurture and to child culture be placed upon the social setting under which he is ushered into existence and permitted to evolve into adolescence. Parents, teachers and social workers cannot become too thoroughly imbued with the principle that the individual is, after all, a product of the circumstances under which he develops. Each experience, each association, each conflict that he has leaves its indelible imprint, either for better or for worse, upon him for life.

A baby only a day old, for instance, may be lying peacefully in its cradle, when all of a sudden it begins crying for no reason whatever. The nurse picks it up, thereby causing a certain satisfaction. As a result, the child ceases to cry. The nurse lays it down; it cries again; she picks it up. The child soon learns that he can get whatever he wants by crying. When he grows older he cries louder and longer, often resorting to yelling, screaming, stamping, and even feigned spasms. When he becomes a young man he ceases to cry, but whenever his will is crossed he becomes sullen, grouchy, irritable and ugly. This individual won his first conflict and all subsequent conflicts related to it, but he lost, thereby, certain disciplinary training which is essential to decent conduct, to happy living and to efficient social co-operation. His parents were criminally kind. The proper procedure would have been for the parents, the first time the child cried, after making certain that he was properly fed, that his garments were properly adjusted and that all pins were securely fastened, to let him cry until he was ready to cease, even though this course might require five or six hours. Such procedure, followed thoughtfully, scientifically and systematically throughout the life of an individual, not only renders him more agreeable and more sociable than the former type of treatment but, what is equally as important, it is a major step towards eradicating selfish tendencies which lie at the root of much abnormal conduct.

Other forms of deviation which are basically related to selfishness are lying, stealing, cheating, etc. Suppose, for instance, that a child eighteen months old is told to go into the room and put his playthings away before retiring. He goes into

1. Lombroso. Crime, Its Causes and Remedies. Little, Brown & Co.
1. Lombroso. Criminal Man. Translated by Ferrero. Putnam.
2. Baer. Der Verbrecker. Little, Brown & Co.
3. DeQuiros. Modern Theories of Criminality. Little, Brown & Co.
3. Ferri. Criminal Sociology. Little, Brown & Co.
3. Aschaffenburg. Crime and Its Repression. Little, Brown & Co.
4. Morgan. The psy. of the Unadjusted School Child. Macmillan.
5. Healy. Mental Conflicts and Misconduct. Little, Brown & Co.
6. Tredgold. Mental Deficiency. Wm. Wood & Co.

the room, and soon returns, indicating that he did as he was told to do. His mother then compliments him profusely, and puts him to bed. She later discovers that the toys were not put away. Consequently, she picks them up and cares for them, but says nothing to the child the next day. This individual has received his first lesson in lying. The worst part about it is that he will receive many more such lessons, with the inevitable result that when he becomes older he can lie easier than he can tell the truth.

Whenever a child is told to do anything, the parent should check closely in order to see whether he did the work well, or whether he made any pretence at doing it. Otherwise, the individual will deceive, innocently, at first, and designedly, later on, in the majority of cases. This is not because he is inherently bad, but because he is irresponsible; and he is content to follow that avenue of irresponsibility until better standards and habits of reaction are woven into his mental mechanism.

Consider this case in cheating. A teacher pronounces ten words in a spelling lesson. One pupil writes only three words; but, as the teacher spells the words so that each can correct his own paper, this child writes the remaining seven words as she spells them. He then reports that he spelled all words correctly. This procedure results in two evils: (1) the pupil does not learn to spell; and (2) because the teacher does check and supervise closely, he receives systematic training in cheating and in lying. Instructors cannot guard too closely against the development of bents of this type for, usually, general training is of greater significance than is specific.

Take another case. A boy has been taught not to steal. However, one day he takes a marble from a playmate who has seventy or eighty. The boy whose marble was stolen reports the fact to the teacher, and to the other's father, but neither does anything. Each says that a marble does not amount to much. As a result of this course in repeated cases, the habit of stealing gradually becomes a definite part of the child's natural reaction. Futhermore, in almost all incidents, he argues with himself that there is nothing wrong in taking small articles, that no one is harmed, that the people from whom he takes articles do not need them, etc. Thus, he develops the attitude of being dishonest with himself; he develops a habit of thinking which makes it possible for him to commit any crime with a feeling, in a greater or a lesser degree, that he is doing no wrong.

The extreme egotist is another type of abnormal personality that demands attention. An individual dominated by this complex thinks that he knows everything; he believes that other people know nothing; he feels that he is so vastly superior to his associates that to talk to them, to associate with them, even to speak to them on the street places him in a compromising position. This kind of being, in the majority of cases, even though his mind is filled with information, with facts and with data, is unintelligent. One is intelligent only to the degree in which information modifies and moulds his conduct. It is possible, and not uncommon, for people to suffer undernourishment even though their stomachs be full of the proper kinds of food.

This variety of individual is not a freak; he is not an accident; he is not a reversion; he is not a sport; he is not the result of hereditary trends. He is a product of his immediate environment[1]; he is what his fond mother, his irresponsible father, his pseudo-scientific principal and his over-indulgent teacher have permitted him to become. Parents, teachers, and all people concerned with child unfoldment should be careful not to talk about a child, not to speak concerning his unusual mental power, not to recognize his physical beauty or his personal charm in his presence. It is a good policy, too, not to notice a pre-adolescent too much in his play, or in his concourse with others. Any of the above procedures merely nurtures the predisposition to egotism. Children who show a tendency in this direction, frequently should be placed in positions where they fail. In such cases one needs have no pronounced fear of developing an inferiority complex. A certain amount of trial, of worry and of defeat is necessary to curb and to direct the spirit of braggadocio.

Backwardness and retardation result from a variety of causes, among which are disease, abnormal physical condition, poverty, unskilled teaching technique, environment, etc. In many cases children are retarded from three to four years because their parents are ignorant, because they hear no cultural or worthwhile conversation in the home; because their parents have no love for them; because they are not fortunate enough to be in an environment which is definitely shaped to develop habits of concentration, of application, of work and the willingness to assume responsibility. When these children enter school they logically assume an attitude of listlessness, of inattention and of day-dreaming. If the teacher does not make a stringent, systematic, scientific effort to correct these abnormal trends, the pupils in question fall further and further behind until, finally, they drift into behavioristic bents peculiar to feeble-minded people. True, the mental mechanism of each was at first normal. However, because it never accumulated a knowledge of a vast array of meaningful facts; because it was never made to function, because it was never controlled, because it was never disciplined, it fell into a feeble and unsympathetic mode of reaction.

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1. Healy, William. The Individual Delinquent. Little, Brown & Co.

The predominating thought in this connection is that a child is what he is taught, trained, developed and directed to be, rather than what he is born to be. If an individual is permitted to rule the family and the school through his propensity to cry and to pout; if he lies continuously without being checked or detected; if he acquires all his ends through cheating; if he steals frequently with the false conviction that it makes no difference; if he is encouraged in believing that he is the cutest, most intelligent specimen that ever existed; if he is constantly permitted to be lazy, thoughtless and inattentive; if he is permitted to pursue habits of loafing and of laziness, he will gradually develop into an individual characterized by abnormal and inefficient behavior. If, however, parents and teachers fully realize the significance of abnormal psychology; if they study the children scientifically; if they definitely plan to direct life along the lines of normal, acceptable behavior; if they implant the proper standards, ideals, and attitudes; if they nurture these patiently, rigidly, consistently; and if they nip every form of reaction which they know will be undesirable in its aggravated form, at the time of inception, they will, *per se*, perform a definite function in modeling a life, a character, a personality of usefulness and of beauty; a life destined to enjoy, not only immediate but, what is more significant, ultimate, final happiness.

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Adult Night School Trip to Washington

By MRS. HARRY R. LACEY
Chattanooga, Tennessee

WHEN men and women, mature in years, some past middle age, come to school to learn those things denied them earlier in life, they come with a degree of eagerness, a determination to succeed, a spirit of appreciation that far excels any group of students with whom it has been my pleasure to work. No work in my experience has offered more abundant satisfaction in the process than has this experience. One may indulge in day dreams and live to see every one come true. Such has been my experience in Hamilton County, as chairman of the Board of Education.

In 1926 Hamilton County Board of Education added to its system a department of adult education and extended the work of the supervisor over a three-months' period of summer school. The work was under the direction of the county superintendent and fostered by a far-seeing Board of Education, one willing to blaze the trail in Tennessee.

The work was organized and about fifty students enrolled. That summer those students, in about five schools, did some good work under capable teachers. Teachers and supervisor worked out suitable materials in bulletin form, plans were exchanged, and the work might have been termed a successful beginning.

The summer of 1927 found a double enrollment and five additional schools. This was due largely to activity of those pupils who went out and advertised to their neighbors that the night school was a good thing and that they intended going as often as its doors were open. We found that these earnest students did more to increase the enrollment than any other agency. They came and saw, they came again and learned, and went out to bring in others because they wanted to share their blessings. This was repeated the third summer with still a greater enrollment in 1928. The enrollment, though a steady increase, did not represent the masses who should be availing themselves of this opportunity. The goal was to eliminate illiteracy, but unless the illiterates could be persuaded to come this could not be realized. Teachers and supervisors together planned a campaign of enrollment before next school should open. Cards were provided for house-to-house census. The Parent-Teachers lent their support in making this census. Children carried home handbills which read: "Free books, free school, free trip to Washington." The free school and books were a certainty, but the free trip to Washington was a dream, and the chairman had faith to believe that this dream could be made to come true. It did come true, but this is a later part of the story.

The sum total result was an enrollment of three hundred and fifty students in twenty-five schools. They were between the ages of eighteen and eighty-one. They worked hard all day and studied in these schools three nights per week. They may have been tired when their day's work was done, but they were rested when they changed occupa-

tions for the evening. It was hard to get them to go home after the two hours' work. They lingered for a little more instruction until the teachers, out of consideration for them, insisted on their departure. Some of them came who could not read a word or could not sign their name; others knew little more, and still others, while more advanced, came because of special needs in the first four grades, but they were encouraged to come because others were not ashamed to come.

It would be hard for those reading this article to imagine the embarrassment attending the situation of not being able to read and write, or not being able to sign one's name. He is sensitive and retiring, and hesitates to acknowledge this handicap, but he knows it is a handicap. For this reason we found that when the school was open to others he was more apt to come. If after he came, he found a tactful, sympathetic teacher that made it easy for him, he would come again. His courage grew with his ambition and soon he did learn to overcome this handicap. Often in one season he read as many as three readers, and in three lessons learned to write his name. He was thereby made free and equal to those others he had envied all of his life. With this knowledge he gained power and he remained to get more help, and he confided in others who came likewise to be helped.

All summer the challenge for attendance was put before them in form of that "Free Trip to Washington." At first it looked as if the whole three hundred fifty would qualify, and we began to see trouble ahead. At each teachers' meeting a check was made. The second count told one hundred eighty-six eligibles.

It was no easy task to formulate plans that would finance so great an undertaking. Hamilton County and Chattanooga must first be sold to the idea. Those of us who knew it believed in it with our whole self; we must make those who did not know it believe also. When the matter of raising $3,000 to finance this promised trip reached the executive committee of the Board of Education, great consternation prevailed, so the chairman of said board undertook this stupendous task.

The first move was to interest the "Red Cross," who gave us untold assistance, which you will read of later. Next we interviewed the newspaper and begged their support. The Chattanooga Times at once promised to underwrite $1,000 for the project. Can you imagine the joy and confidence that gave the committee!

Next a meeting was called of representatives from all local women's organizations, Parent-Teachers Association, Daughters of the American Revolution, and many others, asking them for their backing and financial help in carrying on. "We got it."

Next the men's organizations, such as Rotary, Civitans, and others were called upon with this result. A committee from the Rotary Club, consisting of business men, was appointed to help us put this over. Two hundred and fifty names of people whom we believed might be interested were selected and letters mailed to them asking that they defray the expenses of one man or woman to Washington. From this came such a sympathetic and wondrous response that before we hardly realized it the money was in sight.

The result read like a fairy tale. Sixty-four qualified on the last count, and they had an absolutely free trip to Washington, personally conducted by the Southern Railroad representative. Many of them spent their first night on the train and ate their first meal on the dining car. They were attended by a large party, including teachers, supervisors, superintendent of schools, and song leaders—all total a party of seventy-five.

They were entertained while in Washington by the American Red Cross. They saw Washington two days. The committee, of which Miss Clyde B. Schuman was chairman, saw to it that nothing was missed. Two days were never more profitably or more happily spent. Sunday evening Judge John Barton Payne gave them a buffet supper at the Red Cross national headquarters. The canteen service of the district chapter assisted as hostesses. During the program visitors heard speeches from Judge Payne, Senator Kenneth McKellar and Senator W. E. Brock from their home state.

Honors were still in store for these Hamilton County Honor Students of Adult Schools, for on Monday they were received by President Hoover. In token of their appreciation of this honor they presented President and Mrs. Hoover with gifts, such as a basket of apples, hooked rug and flowers.

Never was a group so royally treated. Their cup was truly filled to overflowing, and they came home reluctantly and happy. On the train they tried to express their gratitude. The influence is far-reaching. They are still telling it.

The committee had enough funds to return thirty-two per cent. of the amount given to each donor. It was a success! As I write this, many champions of the cause pass in review, but two who stand out in pushing it to its completion are chairman of the local chapter of the Red Cross and the chairman of the committee from Rotary Club, who never lost sight of the big vision ahead or of the future of the work in the county and state in eliminating illiteracy.

Those of us privileged to carry on this work are seeing already marked results and there will be no house-to-house canvass necessary for students next summer, for sixty-five men and women have pledged loyalty to the cause, and they are working as Pioneer Honor Students of Hamilton County Adult Schools.

Everyday Life in Russia

By L. H. PUTNEY*

(Third Article)

Just what is the nature of the Soviet Government? To begin with, it is strictly a government of workers. No one who is an employer or who lives without actually laboring (this includes the NEP men) can vote. The nation is divided into soviets or clubs of workmen, which elect delegates to the next higher soviet, the *volost;* and the volosts in turn elect delegates to a still higher soviet, the *uyezd* or district. The uyezds drain, as it were, into *gubernia* or provincial soviets, and these elect the delegates to the Union Congress, which is composed of 1,500 members. This congress meets once a year for not more than a fortnight, and holds its sessions in one of the palaces of the Kremlin in Moscow. In order that it shall truly reflect the views of the workers, all the several elections of delegates take place only shortly before the time for it to convene. Not such a bad plan! As soon as the congress adjourns the delegates surrender their credentials. The principal work of the Union Congress is to lay down basic principles for the government and to approve the acts of the *TzIK* or Central Executive Committee.

The *TzIK* consists of two bodies—the *Union Council,* composed of 400 members, and the *Council of Nationalities* with 131 members. The members of the Union Council are elected by the Union Congress from the several groups of delegates composing its own body in proportion to the population of their respective republics. Naturally the influence of the R.S. F. S. R. is supreme in the council because of its preponderant population, but this power is counteracted in the Council of Nationalities where each autonomous and allied republic has five representatives, and each allied territory one representative. These representatives are appointed by the congresses of their respective republics and territories, but in order to meet the approval of the Union Congress they must be selected from an authorized list of good and true party men. Unlike our Senate and House of Representatives, both councils have absolutely the same and equal powers, consequently there is no "lower" house. In order to become a law a bill must receive a majority vote of both councils.

The actual legislative and executive power, however, is vested in the *Presidium* of the TzIK, which consists of twenty-one members. Instead of having a single chairman the Presidium has six, for the chairman of the central executive committee of each allied republic serves as such in rotation. The Presidium is responsible to the TzIK for all its acts. It bears to the outside world a relationship somewhat akin to that of the crown and ministry in Great Britain.

To complete the story there is the *Sounarkom* or Council of People's Commissars, which corresponds in a way to the President's cabinet in the United States. Unlike our cabinet officials, however, each commissar possesses legislative as well as executive power, but in the exercise of this he is checked by an advisory board known as a *collegia,* any member of which is privileged to lodge a protest with the Sounarkom against the acts of his chief. All told, the Sounarkom consists of twelve members—a chairman, deputy chairman, and ten commissars with portfolios. Five of the latter are concerned with matters exclusively national (foreign affairs, military and naval, foreign trade, transports, and posts and telegraphs), and five (the so-called "United Commissariats") with matters which are the prerogatives partly of the separate republics. The United Commissariats are in charge of the departments of labor, finance, workers' and peasants' control, internal trade, and public economy.

As is true with the several states composing the United States, in many matters each autonomous republic (there are sixteen of them) is a law unto itself. Thus, for example, there is no national commissar of education, each republic having complete control of its own schools and culture. Likewise, agriculture, home affairs, justice, health, and social welfare are strictly local matters. Here, no doubt, is one of the keys to the success of the Soviet government in welding together so many widely different civilizations. More wise than our own government in its relations with the insular possessions, no attempt is being made to Russianize peoples with widely divergent traditions and customs and ideals by imposing on them a strange and repugnant code of ethics and a foreign system of jurisprudence. All that the central government seems to demand of the several component parts of the Union is loyalty to the fundamental principles of soviet rule as proclaimed by the Union Congress.

Because there is no national commissar of education one should not conclude that the importance of education is not recognized. As a matter of fact, a year ago a state commission went so far as to outline a program designed to stamp out

*Foreign Representative, Little, Brown and Company.

illiteracy by making primary education compulsory. Just what a tremendous problem illiteracy presents may be appreciated by learning that in 1920 less than one-half the population could read and write. According to the census of 1926 the percentage of literates had increased to 56.7. In 1927-28 there were in operation throughout the Union 116,373 primary schools with 10,502,964 pupils enrolled, and 1,819 secondary schools with an enrollment of 805,369 pupils. It is estimated that compulsory education will double the number of pupils in the primary schools and entail an annual expenditure of approximately two and a half billion roubles, or nearly four times the total expenditure for education in 1926-27.

The school system is organized on the theory of a single school, divided into standards which are closely co-ordinated. The *first standard* or "primary school" includes four years of work. Then follows the *second standard* which demands five more years. Students who finish this standard and show the required inclination are eligible to enter the *higher educational institutions* to engage in some particular branch of study. At the top of the system are schools for special scientific research, such as the Chemical Institute at Moscow.

Children enter the first standard much later than they do our primary schools, usually at eight years of age. For several years prior to this, however, they have attended kindergartens or nursery schools where they learn to read and to perform the simpler arithmetical operations; consequently the curricula of both first and second standards are far in advance of the corresponding grades in America. In the first standard all textbooks are supplied to the pupils by the state, but above that the pupils must purchase them. In order to insure that the coming generation shall be in whole-hearted sympathy with the principles of socialism, much attention is given to the study of this subject in all the schools from the first standard up; in fact, propaganda goes hand in hand with the three R's.

Nowhere else in the world is so much energy devoted to propaganda. Enormous printing plants work night and day turning out books by the million to spread the communistic theory and to foster its practical application. Only too well do the Soviet leaders know that for a communistic state to survive there must be an educated proletariat. Last year fifty thousand libraries helped to carry the new ideas to the most remote villages in the land, and twenty-five thousand cottage-library reading rooms did their best to disseminate them.

Museums by the hundred, each supplied with lecturer-guides, reach countless thousands who cannot or will not read. For Moscow alone my guide book lists no less than sixty-six, while Leningrad can boast at least fifty-seven more. Indeed, it is a safe bet that there is not a town in Russia which cannot show one or more museums located in the palaces or mansions of tsarist days. In all such buildings much care has been taken to preserve intact the former magnificence, in order that they may serve to demonstrate the wide gap which existed during the old regime between the life of the governing and capitalistic classes and that of the proletariat. Lest the simple-minded visitor, stunned by the wealth of beauty and magnificence around him, may overlook this, great posters filled with graphs and comparisons are continually arresting his attention in most unexpected places. For example, out at *Peterhof* in the Great Palace originally built by Peter the Great, I noticed in one of the most magnificent rooms a huge cartoon showing a serf staggering under the burden of supporting Catherine II's Court, army, and bureaucracy. In order to drive home the ridiculousness of it all, beneath the cartoon was the statement that in those days 379 cooks and 7 physicians were a part of the regular palace personnel. The same sort of propaganda can be duplicated in every museum in the U. S. S. R.

To me the most interesting museum of all is the one in the old palace of Alexander I at Tsarkoye-Syelo, near Leningrad. It was here that Nicholas II took up his permanent residence when the activities of the terrorists made life in his capital city too dangerous. All of the private apartments of the imperial family are open to the public. Since they have been left just as they were on that fateful August night when Nicholas slipped out through the French windows leading to the terrace to start his ill-fated journey to Siberia, one can easily visualize the life of the imperial household. On the billiard table in the czar's private sitting-room are the war maps left just where he and his ministers used to pore over them. In the children's play rooms you can see the dolls and playhouses of the little girls, and the warships and cannon and Indian tent of the czarevitch. Most touching of all is Alexis' invalid chair and the leather braces and other things used to strengthen his poor weak body. In the schoolrooms are the seats and desks, the maps and charts, and even the books and apparatus, just as they were left after the last lesson. On the walls of the family sitting room are family photographs galore; and behind the czarina's bed hundreds of ikons bearing silent testimony to her deeply religious spirit. In fine, everything attests that the last Romanoffs were a most devoted family, and as I went through the rooms I sensed on the part of the attendants a feeling akin to reverence for the memories associated with them—

(*Continued on Page* 579)

Personal and Professional

ROBERT E. DOWNS, director of education, assistant to Edward J. Tobin, superintendent, Cook County, Illinois, will retire from educational official life and open a law office in Chicago. Mr. Downs has been eminently efficient in education. He was admitted to the bar before he accepted the county position. He has a wide acquaintance in the city and county, has genius for leadership, and an impressive personality, and his success in law is assured.

JOHN LUND, who as superintendent of Norwalk, Connecticut, has a really remarkable crusade for the solution of character problems through school and the community activity, had been making a reputation for efficient community leadership as superintendent of Derby, Winsted and Wallingford before he came to Norwalk.

E. C. WITHAM, Rutgers University, New Brunswick, New Jersey, has entered into the professional responsibility of leadership in Rutgers University with the same zeal and sanity that have always characterized his activities. He has courses for teachers of New Brunswick and the country thereabouts. He also goes to Newark and other cities in the state as invitations are received. President Thomas is making Rutgers University a real power in public education as well as in academic service.

G. E. DILLE, superintendent, Chillicothe, Missouri, is in the front rank in achievement in education by issuing every Saturday "Administration Topics," of from two to four pages, nine to eleven inches. This is issued to all teachers, board members, officers of Parent-Teacher groups and superintendents of neighboring towns. It carries official announcements of the superintendents and School Board, and anything that the superintendent thinks especially applicable to the local situation. It is of special interest to the National Education Association and State Association. Its information is always vital, and it has a wholesome influence in stabilizing the public school spirit of the city.

R. H. LATHAM, superintendent, Winston-Salem, North Carolina, continues the pace of progress in geometrical ratio. The School Board and citizens devoted to public welfare provide adequate funds for his assistant superintendent, Frank H. Koos, and fourteen supervisors and their assistants to have anything and everything desirable for teaching efficiency and personal inspiration of the pupils and students. Educational bulletins, more than one a month, are prepared masterfully, and are printed and bound regardless of cost.

Few cities of 50,000 population with public school buildings costing $5,000,000 would vote $2,500,000 for increasing buildings and equipment. There are more than 250 acres in school playgrounds and parks.

The school work under the leadership of Messrs. Latham and Koos is as high achievement as is the building program.

Ten years ago there was no city in the country that had any conception of such public schools as Winston-Salem now has, and if there is a better school system than this, Winston-Salem will adopt it at once.

GEORGE AUSTIN McFARLAND, president, State Teachers College, Minot, North Dakota, fifty-one years in education service, most of it in two State Teachers Colleges in North Dakota, was honored by the State Association as "gentleman, scholar, educational statesman, and North Dakota pioneer, who has seen some of his dreams come true." He was made a life member of the National Education Association.

No one now in service in the Dakotas has had such professional opportunities, or has met civic and social responsibilities as gracefully and efficiently as has Dr. George Austin McFarland.

The greetings were by Dean Joseph Kennedy, State University; former State Superintendent Minnie J. Nielson, Valley City; Superintendents H. O. Pippin, Dickinson, and J. Nelson Sauvain, Devil's Lake, and Miss Hazel McCulloch, Minot.

LAIRD T. HITES, author of "The Effective Christian College" (Macmillan & Company), is editorial secretary of the Religious Education Association, Chicago, and is an able advocate of a changed college curriculum which will provide the churches with a staff of laymen not only well instructed personally in the Christian religion but also equipped in knowledge, habits, skills and ideals to supply the church with the educated lay leadership which it so imperatively needs. He has conducted a prolonged investigation under the most favorable circumstances not only of present college conditions concerning religious training but also of conditions respecting religious nurture in the homes and parishes from which students come.

LEWIS H. PUTNEY, foreign representative of Little, Brown, & Company, has been adventuring in Russia and Siberia. His fresh and first-hand impressions have been set down for the benefit of readers of this journal, many of whom have a personal acquaintance with him.

Mr. Putney has been caught by earthquake in Yokohama and suffered hunger in Siberia, but lives to tell the tale, and to return periodically to that ancient shrine of literacy on Beacon Hill, the Boston publishing house of Little, Brown & Company.

Everyday Life in Russia

(*Continued from Page 577*)

something that I detected nowhere else in all my travels in the U. S. S. R.

Speaking of palaces reminds me of the rooms occupied by Nicholas I in the Winter Palace. Much space is devoted nowadays to sympathizing with the Russians for the crowded housing conditions that exist, especially in Moscow and the several other capital cities. I have a suspicion that much of this is wasted sympathy, for the Russians are an extremely gregarious people. No matter how large their homes may have been, actually they seem to have lived huddled together in only a few rooms. For example, Nicholas I, with all the great pile of buildings on the banks of the Neva to spread out in, elected to occupy only two tiny rooms in the basement and two or three more, just above, that were reached by a most inconvenient narrow winding staircase. His imperial majesty's bath consisted of only a copper tub set down into the floor, a contrivance bearing a very close similarity to the tubs in which the older generation of us Americans were wont to take our Saturday-night immersions forty years or so ago. Even the bed on which he died was little more than a camp bedstead, and the other furnishings of the imperial apartment were in proportion.

In all the palaces I visited I gave especial attention to the books read by the czars. Nothing printed in English was in evidence, but there were French books in abundance. In the several imperial libraries I noticed many books of travel and exploration, standard historical works, and especially treatises on war and military matters. The presence of so many French books would seem to bear out what I was told in New York by the manager of the book department of the Amtorg Trading Corporation. According to that gentleman, prior to the revolution Russia depended on France and Germany for most of her foreign books. Since then this has all changed and today England, and especially the United States, are her purveyors of foreign literature. This current year the U. S. S. R will import from America books to the value of about $100,000. Besides, she has already placed over 8,900 subscriptions for American magazines. These books and magazines go to the farthest ends of the country; for example, among the orders of June 10 were a number to be sent to Samarkand, Tashkent, and Khiva, three of the most remote cities in the U. S. S. R. Sixty per cent. of the books are classified as technical; twenty-five per cent. belong to the field of medicine and natural science; and the remaining fifteen per cent. are scientific. Fiction is looked upon as a luxury and so no money may be exported to pay for it. In my travels in Russia I met a delightful teacher of foreign languages, who told me how often she had tried to order a copy of *Webster's School Dictionary* and *Wells's Outline of History*, but always without any success. Although fiction and history and belles-lettres cannot be imported, great quantities of such books are being printed locally.

(*To be continued next week*)

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AT ALL DRUGGISTS

Your Dog

By JEANETTE NORLAND

Who never scolds when things go wrong,
Who senses when its sob or song,
Who's always there to go along?
Your dog.

Who watches every word you say,
Who knows just when you want to play,
One whom you never can repay?
Your dog.

Who understands your every whim,
And knows just what you say to him,
Whose mood is yours when gay or grim?
Your dog.

Where can man find a better friend?
Who will stand by him till the end,
No matter where his footsteps wend?
His dog.

They Say

JAMES L. MEADOR, president, Russell Sage College, Troy, N.Y.:—

"Ask a group of cultured Frenchmen the aims and purposes of a French lycee, and you will get a definite and uniform answer. Ask a group of educated Germans, or Swiss, or Austrians, or Scandinavians, what the aims and purposes of their respective gymnasia are, and again you will get a definite and uniform reply.

"Ask a series of American college presidents or deans the aims or purposes of the American college, and their replies will usually be neither definite nor uniform. Education in many of our colleges has been described as an irrational pursuit of an imaginary intellectual goal through a forest of bewildering facts."

WALTER DAMROSCH:—

"What America needs at this time is a band in every community."

MRS. MARION WADE DOYLE, member of the Board of Education, Washington, D.C.:—

"I object very much to having our high school children set upon a pedestal to be dissected by pedagogues. Our present younger generation is the finest we have ever had, and I believe their fine feelings of judgment and discrimination should be considered and appealed to."

HENRY FORD:—

"Any one who is thankful for having arrived at his present position is old."

MRS. HERBERT BROWNELL, in Journal of the N. E. A.:—

"To me home without religion is like an automobile without a steering wheel. It may go, but where?"

FRANCIS G. BLAIR, state superintendent of Illinois for many years and one of the most distinguished presidents of the National Education Association:—

"Perhaps the only thing that is settled in the organization and administration of public education is the fact that nothing is settled. Nothing is fixed. Everything is in the process of becoming or going."

OLIVE W. BENNISON, grade teacher, Spokane, Washington:—

"Like every movement in history, the attempt to create a Federal Department of Education has been assailed by a host of fears.

"Fear is the natural enemy of progress. The history of civilization has been that advancement is made by men who conquer the fears for which they can find no logical basis, who weigh probabilities against possibilities and give probability a chance.

"These objections are not new in principle. The same dire consequences were predicted by those who oppposed the creation of the Departments of Agriculture, Commerce and Labor. Have their predictions come true? Do the farmers hate the Department of Agriculture because of its control? Has stagnation resulted in commerce and industry because of government studies and investigations in those fields? Do the workingmen look upon the Secretary of Labor as a political boss? None of these fears has survived in the established welfare departments. They are dead and should be buried. Let their bones rest in peace!"

HERBERT C. HANSEN, principal, Talcott School, Chicago:—

"The next decade will be characterized by radical changes in elementary education which will offer abundant opportunities for constructive leadership on the part of elementary school principals. Far-reaching educational reforms involving fundamental changes in the organization and content of elementary education will demand the highest type of educational leadership from the modern principal. The elementary school principal has carried supervision to a point where it actually functions in the lives of the children of our great country. The elementary school principal has the opportunity to make education scientific and to make elementary teaching a profession in every sense of the word."

WILLIAM B. STOUT, of Ford Motor Company:—

"In ten years 60 per cent. of all Pullman business will go by air."

WILLIS SUTTON, superintendent, Atlanta, Georgia:—

"Attitude beats aptitude every time."

WILLIAM J. O'SHEA, superintendent of New York City Schools:—

"All our beautiful buildings, trained teachers, modern equipment, and educational advantages which are showered upon the children without cost, are as nothing unless the young men and women who are the products of our schools can meet the acid test of resisting temptation and lead good, honorable and noble lives. Today, teachers seem to underestimate the importance of this aim of education."

When the College Boy and Girl Come Home

By ARTHUR DEAN

Dear Parents:

Here's hoping the turkey is cooked just to the Queen's taste and that the pudding meets the expectation of a second helping and that the recovery after the Christmas holiday will not be too painful.

It's a time of praise and prayer when the college boys and girls come home, so let's forget for Christmas Day what's on the mind of many parents.

Now you'll listen to wonderful tales of fraternities, sororities, games and stunts. You'll laugh at the caricatures of the college profs. Even if the repartee comes under the head of chestnut dressing that fact "Your boy is home," "My Margie is back," will make the Christmas dinner an enjoyable occasion.

The day after you will not see the young folks very much. They have a score of calls, dances and drop-ins to attend. After New Year's they will be starting back and the "By the Ways" will begin: "By the way, could you increase my allowance? You see . . . " "By the way, if the Dean should write you . . . it doesn't mean anything . . . I'll get by."

Then you are down in the mouth. Like the chicken you strutted before Christmas, but now the ax has clipped you. "My boy is failing — my boy!" And you are glad that the news didn't come before the Christmas tree.

IF YOUR BOY IS FAILING

Something must be done about it. Decide for yourself or leave it to the Dean to decide for you. Yesterday you laughed at the boy's jokes and said "Chip off the old block." Today you see the chips falling from the Dean's ax.

You shipped your boy to college expecting that he would fulfill your expectations. If you expected him to broaden his life by associating with a lot of other irresponsible youth, your expectations will be realized.

If you had him go to college because it was a popular thing to do you will probably be satisfied with anything he does as long as he is allowed to stay there.

If you sent him to join the swank fraternity and to learn the higher arts of poker, ginning and swaggering, you may get your money's worth.

Really it is too bad that you are wasting money in investing in a college education for a child-like mind and spirit. It is a pity that the boy who is old enough to go to work should be sent to college and allowed to waste four precious years in muddling along in something for which he has neither inclination or ability.

You are the party of the second part who is helping to make your boy really dishonest in that he is perfectly willing to accept your money and the advantages of an endowed college or the advantages of a State University supported by taxpayers and to cheat his benefactors by shiftlessness, idleness and sham.

If he demands more spending money, gives elaborate excuses as to why he failed in this subject and why he dropped that one, and broadly hints, "You know, dad, that after all a college education doesn't mean studying. It means associating with splendid young men and women and learning the ways of the world" — if he gives you this sort of blarney and if his report card indicates that he is traveling aimlessly, I say **yank him out of college without a quiver of an eyelash.**

He's not a bad boy nor do I imply that he would deliberately do a thing out of the way. I simply bring out the idea that he has not grown up to the extent that he can be trusted — in the larger sense of the word — to go to college. If his college was run exactly like a high school, where he was home every night, where every day the teachers jacked him up, and where you could at least see what was going on, I should say that he might still continue his education.

But as the matter stands he's missing an education by going to college.

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

316. What kind of a talk appeals to teachers at conventions? (Massachusetts.)

As I watch teachers at conventions I conclude that the most popular speakers, whether general or specific, usually have certain characteristics. First, I should say, they must know their stuff. Teachers want to feel sure, whether the speaker is new or famous, that he has the goods, and they usually size him up in the first few minutes. Secondly, they want a speaker with a sense of humor. Yes, I'm sure of that. After all it's a day off, and the teachers are the audience. They want to be entertained. This is natural, too. If you think how often they have to do the stunt themselves you will sympathize with their sit-back attitude, "Now I'm listening—go to it."

Thirdly, they want inspiration. They are hungry. They need it. They want an inspiration that understands their difficulties through real living, through having faced them, overcome them, and can point to high achievement. They want inspiration through ideals, courage and personality. These are the three things any speaker must have to please teachers at a convention.

317. In this medley we are teaching in our high schools what do you consider we owe our boys and girls first? (New Hampshire.)

In the midst of our endeavors in our high school to fit our boys and girls to meet a rapidly changing society one of the most important things is to give them power to distinguish fact from opinion. The need in this line is very great, and seems to be getting greater every day. The increasing deluge of printed matter makes the power of the press enormous, and radio has increased the power of the platform tremendously. With the steady increase in these two sources of information and propaganda, any surface thinking public is in grave danger. People of force frequently confuse their opinions with fact, and position has always given backing of truth to mere personal prejudice. Today everybody reads the papers, and many still are inclined to believe anything they see in print or hear over the radio. The growing wealth and urge for success intensifies the situation. The only hope is to give our youth a truth-seeking, scientific attitude. This should begin in the first days of school and increase as the pupil grows older. When he gets to high school, nearly ready to take his place in the working world, the high school teacher faces a great, definite, concrete problem. The pupil should have the habits of demanding evidence, of using his reason, and of guarding against his emotions and prejudices, cultivated constantly and intensively.

Yes, I know many of us teachers are not prepared, not competent to lead in such a calm, scientific, reasoning atmosphere, but if we could only realize how important, how vital it is to the welfare of our people we would make greater effort. You have only to sit down and analyze a recent period of stress in business or in politics to see how serious opinion broadcasted as fact can be. Yes, I am sure the American high school owes the youth of today definite training in differentiating fact from opinion. The safety of our people demands it.

318. My child stammers. What have I to expect in the line of special provision for him from the public school? (Rhode Island.)

In the larger places you will find special classes for pupils who have speech defects in the hands of teachers trained for this work, but these places are still in the minority, of course. In the ordinary school system you have a right to expect sympathy and study of your child's difficulty.

This should first begin with the school doctor in the summer round-up before the child goes to school. He can tell you about the organic situation and advise you as to sources of special help. His report goes on to supervisors and teachers, and prepares them to help you. The supervisor should try to put your child with teachers who are specially interested if possible, and you need to study with the teacher the best ways of helping your child. Every school system should meet individual handicaps in every way their means allow, and a speech defect is a handicap receiving more and more attention. Keep close to your child's teacher. Don't tell her what to do. Study with her what to do. Help each other to help your child.

319. Do "extra activities" take from the regular work? (New York.)

No, if properly run they add to it. They give a pupil a change to use his taste or talent, which means enjoyment, which stimulates him to do better in the required work. The teacher and pupil get to know each other better through such activities, and through such knowledge misunderstanding, the cause of many difficulties, fades away. The pupil is stimulated through success and approbation to try harder in the regular work. They not only accomplish much in their own lines, but furnish a key to problems in regular work. Their character should be of a kind to support and build into the regular program.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Simon, the Simpleton—I

Simon was seven times a simpleton. Everyone said so, except Simon's mother, who was very proud of him. "Mark Simon," she would cry in a shrill voice, when someone laughed at him. "The day will come when he will do a great deed that will be the talk of all of you."

"A great deed, is it?" another would answer her. "More likely he will walk off the end of an open bridge or fall in a pit, or go mooning after a fairy into the bog and be seen no more."

"Bad luck to you all," his mother would say at such times. "It's jealous you are of my Simon; sure, I know and you all know that the vacant look in his eyes is because he's seeing things inside of him that no one else sees; now mind you, the day will come when Simon will be a great man hereabouts, and you will all be chasing after him, trying to lay a finger on the tail of his coat."

Now it happened that the fairy Mang Artac was a friend of the family. In the old days, before the roar of the auto and the smell of gasoline had driven the little people farther and farther into the bog, the great-grandfather of Simon had rendered the fairies, even when Mang Artac was king, a very great service. He had—but there, that is another story—as a result, Mang Artac felt kindly disposed towards the whole family and never missed a chance to do any member a service. One day, therefore, when Mang Artac sat in the market-place hidden like a moth in the curl of a cabbage top, he overheard the villagers making merry at Simon's expense, and laughing at his mother's promises.

"It's a gay thing to hear the widow talk of her son," said one. "Poor maundering Simon, going here and there with his chin out and no light in his eyes. What a hero the lad would make!"

"Still," said another, "I am not so sure! Mang Artac is a friend of the family and, as we all know, can do wonderful things!"

"Mang Artac!" sneered a third. "He is dead! They say he was run over by a gasoline bus."

(To be Continued.)

Simon, the Simpleton—II

Mang Artac snorted in the curl of the cabbage top. "Dead, is it?" he asked. "I'll show them, the lazy loitering louts, I'll show them that I am very much alive. Come tomorrow's sun, I shall give Simon the pale-blue stone that I found but yesterday between the forelegs of a toad. With the stone in his hand he will be as good as the best of them, and a lot better than the rest."

Mang Artac was every inch as good as his word. When morning came he stood on the stile where Simon passed on his way to work in the fields. "Simon," he squealed in his high-pitched voice.

"Eh?" asked Simon, looking around.

"It's Mang Artac, it is, here on the post, wishing to do you a favor for your grandfather's sake," squealed the fairy.

"Eh," said Simon, as he fixed his vacant eyes on Mang Artac.

"Just hold out your palm, my boy, so I can lead you where I want you to go."

"Eh?" asked Simon, as he held out his palm.

"There!" cried Mang, as he leaped onto the open palm. "Now walk along with you, while I guide you by moving your thumb this way and that." "Eh?" asked Simon, but he walked along just the same, following the wag of his outstretched thumb. "Do you see that?" asked neighbor Connor. "There goes the simpleton Simon, with his right hand out in front of him, as though expecting Heaven to drop a pearl in it." "The lad is as vacant as a haymow in spring," said his wife, "but the widow, his mother, believes in him, that she does, and I give her honor for it."

"Now, Simon," squealed Mang Artac, "we have come to the mound in the pasture of Kenneth O'Craig. See yon hole in the ground? It's not so large as the crown of your head, is it, and yet you can walk right into it standing up, without ruffling the tip of a hair. At the bottom of it, in a lead casket, is a jewel that will make a rich man of you. Now listen to what I say! Go to Kenneth O'Craig's barn and take down the lantern that hangs near the stall of the roan mare and use it to light your way in and out. Good luck to you, my boy. This day I repay the favor that your great-grandfather did to me and my people in the days that are gone."

(To be Continued.)

Simon, the Simpleton—III

Like a thistledown blown away by the breeze, Mang Artac leaped out of the boy's palm and disappeared. "Eh?" asked Simon, then very slowly he went to the barn. When he came to the hole in the great mound he remembered the promise of Mang Artac, and tried to walk right in, but only the toe of his big brogan caught in it, spilling him on his face. "Eh?" asked Simon, as he sat up and looked at the lantern. Then a smile swept over his vacant face and he set the lantern to one side and began burrowing into the hole like a shepherd dog. For five minutes he burrowed, only to find himself at the end with his head buried and his ears full of soft mould. "What's this? What's this?" cried Mang Antac, as he came onto the scene. "Show me your lantern, you simpleton." "Eh?" asked Simon, as he held it up. "Why, man, there is no wick in it! What good is a lantern without a wick? Go home at once and get a wick. Begone before I put a flea in your ear."

"Eh?" asked Simon, then he scrambled to his feet and leaving the lantern, ran home as fast as he could. Very carefully when he returned, he placed the wick in the slot and then tried once more to enter the hole.

This time he forced his head in up to his shoulders. "What's this? What's this?" cried Mang, bouncing out of a squirrel hole near by. "Come out of that, you Omathawn! Let me see your lantern! Small wonder it is you cannot enter on your two feet instead of burrowing in like a rabbit. There is no oil in your lantern. Of what use is a lantern without oil? Hurry! Get you gone and bring back oil before I belabor you with this blackthorn stick." "Eh," asked Simon, then he leaped to his feet and rushed away, returning a half hour later with a flagon of oil. When he had poured the oil into the pot of the lantern he began once more to laboriously dig his way into the hole. By the time Mang found him he was in as far as his hips.

(To be Continued.)

Simon, the Simpleton—IV

In that moment the King of the fairies was well nigh beside himself with rage. You can imagine he might well be. "Come out! Come out!" he yelled. "What are you, a rabbit or a man? Show me your lantern!" "Eh?" asked Simon as he shook the dirt from his hair. "As I thought," cried Mang. "You did not light it. Of what use is a lantern with no fire in it? Sure-now listen to me, you poor boob! It's the fire in the lantern that is the magic

thing. Light the wick! Light the wick!" "Eh," asked Simon, as he took a match out of his waistcoat, "Eh?"

"And now," cried Mang, as the flame danced brightly into being, "walk in like a man and find the jewel in the leaden casket and mind you, take it home to your mother, for she, at least, will know what to do with it." "Eh?" asked Simon, then he lifted the lantern above his head and walked straight into the hole without touching the back of his hand to the dirt tip. Down, down he went for a hundred feet, then sideways for another, and then, just as the sweat began to bead on his forehead through fear, he saw the leaden casket standing on four claws with the lid thrown back as though awaiting him. Simon was a simpleton seven times over, but he knew a pretty bauble when he saw it, and the gleam and the glitter of the pale-blue jewel in the case made his eyes sparkle with delight. So eager was he to clutch it and carry it off that he opened both hands as he reached for it. Of course,—; what else could happen? The lantern fell with a crash to the floor and broke into a hundred bits; the oil flowed out of the cracks and was lit by the flame and in an instant the cave was a blazing furnace out of which Simon staggered like a drunken man. When Simon reached home he was a sad sight, indeed. The hair of his head was burned and his eyebrows were gone and the skin of his hands was all scorched and crackled. "My poor boy," crooned the widow in his ear as she held him close to her breast. "My poor boy! So Mang Artac played a trick on you, did he? Well, bad luck to him, when next I carry him to market in a cabbage head, I'll crack him, I will, like a flea, between my two thumb nails."

It was late in the night when a knock sounded at the widow's door. "Come out," said a voice, "and bring your son with you."

"Kenneth O'Craig!" cried the widow, "what brings you here at this time of night?"

"Trouble!" said O'Craig. "Look out of your window and see what your worthless son has done! The peat is on fire, that it is. Look out and see the smoke rising over my pasture land. Sure, I'm a ruined man, I am, all because of your foolish son."

There was a crash of a door in the back of the house. When the widow turned at the sound, Simon was gone.

Men searched for him through three counties, but he was not seen again from that day forth. Of course people will talk. One story had it that Mang Artac looked after him, taking him in, as was his duty, and caring for him with a father's care, but another story had it that Mang Artac and all the fairy folk perished in the peat fire that burned underground from that day for a hundred years.

In any case, everyone agreed that the widow was right in this,—that Simon had become an important person, as she had promised, with every sheriff in three counties chasing him trying to lay a finger on the tail of his coat.

Art

Order is the first and greatest element in art. The second, peace, rises from order like a blossom from a sturdy, deep growing root.

Even in the confusion and roaring of the waves when the storm whips its long, lashing winds across the deep and the long billows roll in majestic cadence towards the land, there is a vast order in the uplifted waters and a peace that the mind of man senses but cannot fully understand. In all the spectacle there is no law transgressed, no order of the Great Dramatist disregarded, even to the rainbow laughing its bright face at some touch of sun where the spray drifts like a veil above the turmoil of the seas. In the thunder heads that roll up at the close of some August day there is a mighty order, also. Slowly, as though upheaved from the solid earth, they lift their coppery mountain peaks, one higher than the other. In them is the sublimity of art, which crashes to its great climax when from the sultry caves the white lightning darts like a venomous snake, licking its triple-pointed tongue slant-wise across the world. And in the souls of men there, too, is art, amid the crush and conflict of their daily lives. He is supreme in the greatest art of all, the living of a noble life, whose calm soul reaches forth and rules the empire of his own breast unmindful of the turmoil of the world about.

Peace is the second great element of art, flowing from order as a pure stream from its sources in the hills. Who has looked upon the great conflict when the deep calls to the deep and the granite cliffs re-echo the vast battle cries, and not felt the surging up out of the very depths of storm a satisfying peace? There is no quiet and no restfulness but a vast peace that floods the soul with glimpses of the power behind, and who has not marked how the drums of the mellow thunder roll forth from the thunder heads of storm through a peace as vast and undetermined as the boundaries of the stars? And through the lives of noble men the same great peace pays the final tribute to the art with which their days were spent. Disease and sorrow, suffering and death may have been companions of their earthly hours, but over them, like the blue sky, runs the serenity of a great and abiding peace. In a huge mausoleum in Washington sits the gigantic figure of the beloved Lincoln. He abides alone with peace. Serenity is upon his rugged brow and the calm of deep waters in his brooding eye. In his life, as in the lives of other men, as in the raging sea and the thunder heads of storm, peace rides ever and above and is to be found in all its beauty and in its greatest art there where there is least quiet and least freedom from the bitterness of strife. The world is full of silences where there should be noise and turmoil of eager spirits struggling to the light; the world is full of quiet where there is no peace, because there is no orderly operation of the spiritual laws that govern growth. Quiet and surcease from struggle can be bought with baseness, but peace is beyond the purchase price of man, unless it be bought and paid for in the bright and shining circles minted out of the eternal laws. Let us, therefore, seek art in all we do by bringing order into all our acts, resting assured that peace will be our ultimate and crowning joy.

PUPIL GUIDANCE — *By Beatrice Hunter Cahill, M. A.*

For parents, teachers, and pupils based upon the author's survey with intelligence tests of pupils while in school, and upon follow-up studies of the students as independent workers in chosen vocations seven years later. This book presents suggestive criticisms of school and vocations by pupils themselves secured through questionnaires and personal interviews with the former students.

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EDUCATION IN ACTION

Rosenwald Fund Aids Survey

The survey desired by President Hoover to determine what the government is doing and what it ought to do in the field of education will be directed by Dr. Henry Suzzallo, former president of the University of Washington, now of the Carnegie Foundation in New York, and financed by a donation of $100,000 from the Julius Rosenwald fund. The National Advisory Committee on Education, created last summer by Secretary Wilbur, and composed of fifty-one teachers headed by Dr. Charles R. Mann, director of the American Council of Education, reported that insufficient information was available regarding the results obtained in the various fields of education from the funds appropriated by Congress. It recommended that a special study of the subject be made on the strength of which the committee could arrive at conclusions upon which to base recommendations. The Julius Rosenwald Fund contribution and the appointment of Dr. Suzzallo resulted.

Colleges Show Summer Increase

Attendance of graduate students at university summer schools throughout the United States increased slightly during 1929, while undergraduate attendance decreased, it was reported at the annual meeting of the National Association of Summer School Directors meeting at Harvard University. Comparative statistics for those colleges reporting 1928 and 1929 show that in the former year 96,612 students enrolled in the summer schools, while in 1929 the figure was 94,794. It was pointed out that the decrease in undergraduate attendance had been in the eastern sections of the country, while in western colleges the student often entered summer school before entering college and then graduated in three years. Courses in political science and physical education show the most marked decline. Columbia University, with 13,817 enrolled, was reported to be the largest summer school in the United States.

Teacher Certification Requirements Raised

Raising of certification requirements among the states is one of the outstanding tendencies of the biennium. A movement toward the centralization of the power of certification directly into the hands of the state, instead of allowing such power to remain in the hands of local districts, counties, and cities, has been proceeding many years. Thirty years ago only three states issued and controlled all teachers' certificates. In 1926 twenty-six state departments exercised such powers. Certification on the basis of examination continues to decrease, while certification on the basis of institutional training continues to increase. At present all states grant one or more certificates primarily on the basis of professional training. Little uniformity exists among the states as to certification requirements. Such requirements are determined often by local necessities and traditions. Many of the states give little or no recognition to certificates granted outside their boundaries.

College Papers Bar Tobacco Advertising

Advertisements of tobacco are prohibited from appearing in the publications of the University of Nebraska, issued under the direction of the Student Board of Publications. The Daily Nebraskan for years has refused tobacco advertisements, but it was not until recently that the same rule was extended to "The Awgwan," the student humorous publication. One reason for refusing tobacco advertising, G. C. Walker, acting director of the School of Journalism and member of the board, declared, was that the Daily Nebraskan is sent to about 100 high schools. The board of publication did not want to appear in the light of sponsoring such advertising, Mr. Walker said. A few years ago tobacco advertising was eliminated from the Cornhusker, the student annual. The idea of eliminating such advertising from the annual and the Awgwan was to bring these publications on a parity with the Daily Nebraskan and to have them all under the same rule, according to Mr. Walker.

Harvard Men In Bootleg War

Six Harvard University students recently started on the warpath after bootleggers and aided the Federal authorities in cleaning up some alleged resorts where liquor was being sold in Boston and Cambridge. The six were said to have been appointed as a vigilance committee by a group of students who felt that bootleggers had been making a lot of money by selling poor quality liquor to students, while charging high prices. At the time of the Harvard-Yale football classic the rum peddlers raised their prices so high and cut down on the quality of the wet goods to such an extent that drastic action seemed the only recourse for the students. In an effort to curb this sudden attempt at profiteering by bootleggers, the students enlisted the aid of the Federal authorities and were instrumental in the arrest of five persons.

Fund for Schools Allotted in Georgia

Allotments totaling $629,704 were distributed to the Georgia common school system in the various counties before December 1 by the superintendent of schools, Dr. M. L. Duggan, who expressed the belief that this sum would mitigate the financial crisis facing the system, and permit operation until the end of the calendar year, when additional tax revenues will become available for school maintenance. For a time it was feared that some of the county school units might be forced to close, Dr. Duggan stated. Of the $629,704 distributed, $472,704 represented the proceeds of a loan negotiated by Governor L. G. Hardman with financial institutions of New York City, it was stated. The remainder came from the fuel oil tax, one-sixth of which is allocated for educational purposes. The county schools received more than seventy-five per cent. of the total funds distributed, according to Dr. Duggan, while the balance went to the municipalities.

Compute Expenses At Girls' College

Bare "overhead" costs of a college education today for a woman range from $3,600 to $5,700, according to a survey just published by the Bureau of Occupations of Barnard College. These figures represent the four-year costs of a student's room and board, tuition, registration and other student activity fees, textbooks and gymnasium costume. They do not include clothing, traveling expenses and carfare or recreation. Costs of "overhead" for attendance at college by a non-dormitory student are set at a lower figure, from $2,050 to $2,350. These prices include the usual registration and student activity and the costs of lunches for thirty-six weeks at forty cents each. One of the largest single items in both budgets is for textbooks, which are placed at an annual cost of from $20 to $100.

Germany to Grant Rhodes Scholarships

A German committee for granting Rhodes scholarships has been appointed in Berlin in connection with the visit of Sir Otto Beit, president of the Rhodes Trust, and Philip Kerr, secretary to the Rhodes Trust in England. For the first time since the war Rhodes scholarships will be granted to German students next year. These scholarships, enabling German youths to attend Oxford University, will contribute much toward strengthening the friendly relations between the German and English students, it is felt in Berlin. Professor Mendelsohn-Bartholdy, the noted German foreign political expert, is one of the members of the new board.

Teacher Training Staff Standards Being Raised

A distinct effort is being made in teachers colleges and normal schools to raise the standards of training for staff members, according to the Office of Education. In California three-fourths of the teachers college faculty must possess master's degrees or higher, by 1930. The departments, schools, and colleges of education of the universities and other higher institutions are now qualitatively as well staffed, except for training supervisors, as the academic departments. Much room for improvement still exists in the training of the staff of the normal schools and teachers colleges. The typical teacher-training institution has fewer than ten per cent. of its faculty with the doctor's degree, and fewer than half of the typical staff have the master's or doctor's degree. In teaching experience the showing is more favorable; training supervisors, for instance, average nearly thirteen years' experience in public-school work.

Bad Schooling Imperils Nation

Unless the law schools of the country perform their tasks of turning out men properly qualified to guide the nation's courts, its Legislatures and its entire system of jurisprudence in a manner designed to buttress the safety of our institutions and our government, "the job will some day be performed in a manner reminiscent of the French Revolution," Federal Judge John Foster Symes of Denver, Col., told 1,200 members of the Columbia

Teaching of Proper Diction Is Favored

Teachers in secondary schools should concentrate on teaching the spoken rather than the written word, according to Dr. George P. Krapp of Columbia University, speaking at the sixty-second annual meeting of the Maryland State Teachers' Association, held in Baltimore. English is taught best, Dr. Krapp declared, in that classroom where teacher and pupils converse with each other intelligently, interestingly, and politely.

High School Enrollment Expands

During the ten-year period from 1918 to 1928 the number of pupils enrolled in secondary schools increased approximately 2,500,000, a 143 per cent. increase, according to Carl A. Jessen, specialist in secondary education, Office of Education. In 1918 the total number registered fell slightly short of 1,750,000. In 1928 the figure had risen to nearly 4,250,000. Corresponding increases occurred in the number of teachers. One reason which readily suggests itself as an explanation is growth in population. Another factor of importance is the extended organization of junior high schools. These two causes account for about 1,200,000 of the increase—nearly one-half of the total increase. Other factors are: 1—Adoption by both educators and the public of the principle of democratization of secondary education. 2—Improved economic conditions. 3—Complexity of modern life calling for more training of those who are to meet its demands. 4—A definite belief by the citizenry that education is an important force in the life of the individual and in national and world progress.

Increase Responsibilities Of Boards of Education

The trend of present legislation is toward fixing greater responsibility in the state boards for the administration of the state school systems. Within the two-year period comprehended in a review of laws several changes in the composition and duties of the state departments were made by legislative enactment. California increased the membership of the state board of education from seven to ten, and provided for the establishment of a division of schoolhouse planning in the State Department of Education. A constitutional amendment in Virginia made a complete change in the composition of the state board of education. Another amendment to the constitution of Virginia provided that the state superintendent shall be appointed by the governor until January 1, 1932. Formerly he was elected by the people. The Legislature of Nevada adopted a provision which requires that, in order to be eligible to hold the office of state superintendent, one must be a graduate of the state university or institution of equal standing and must have completed at least twenty credit hours in educational subjects.

Use of German Is Forbidden

With the beginning of October the bi-lingual regime, under which both the Italian and German languages could be used in the Southern Tyrol, the new province incorporated in Italy by the Treaty of St. Germain, came to an end. The inhabitants of the region, now officially known as the Alto Adige, must henceforth regard the Italian language as their native tongue. In informing Signor Mussolini that the language edict issued last July was now receiving full application throughout the whole of the Alto Adige, the Prefect of Bolzano (Bozen) proudly affirmed that, as far as the language was concerned, Italy today presented a united aspect; from the Brenner Pass to Sicily Italian is the only language taught in the schools, used in the law courts and for all official business. In Alto Adige all notices, posters, indications, signs, labels, time-tables, price lists, indeed, any kind of notice whatever intended for the public eye must appear exclusively in Italian. Similarly teaching in the elementary schools will be exclusively in Italian.

Fund Given to Study Aurora in Alaska

The Rockefeller Foundation has appropriated $10,000 for establishment of an observatory for the study of the aurora at Alaska College of Agriculture and School of Mines, at Fairbanks. The Alaska college, which is said to be the most northern college in the world, will receive $2,500 in 1930 as the first payment towards the $10,000 fund for the aurora study. From 1931 to 1933 the college will receive $1,200 annually, and in 1934 will receive $3,750. Two special cameras and other photographic supplies to be used in the scientific observations were ordered from Dr. Stormer of Oslo, Norway, said to be an authority on heavenly studies. Reports from the study, which are to start immediately upon arrival of the

MY TRUST AND OTHER VERSE
By CAROLINE SALOME WOODRUFF
The poems are all upon themes which reach the heart, and they are healthful as mountain air.—Arthur Wentworth Hewitt.
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THE TUTTLE COMPANY, RUTLAND, VERMONT
Price, $2.00

photographic supplies, will be available for the scientists who are to make a polar flight next April on the dirigible "Graf Zeppelin," from Fairbanks, the Alaskan base of the flight.

Finds Student Life Restricted

The American college student has fewer responsibilities and less freedom than the German university student, according to Miss Irmgart Kern, a German student, who is doing graduate work at Wellesley. Miss Kern, who has come to America on an exchange scholarship to study psychology and government, has studied at the Universities of Berlin and Heidelberg and is especially interested in the work of fostering international relations along educational lines. She is thus well qualified to compare student life in Germany with that in America. The German student, Miss Kern says, has absolute freedom as far as the university is concerned. He may go anywhere at any time. The university does not consider itself a temporary guardian. Required courses, required lectures and required grades are not a part of the German educational system. There are no colleges in Germany, only universities, of which there are about thirty. The average age for entering the university is eighteen, and any student, boy or girl, who has passed a certain examination, is qualified to enroll.

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The Fall of the Fairy Prince

FRANCES CASSEDAY MCELROY

JOHNSON PUBLISHING CO.

RICHMOND ATLANTA DALLAS
NEW YORK CHICAGO

TREND OF THE TIMES

AMERICA is rapidly being transformed into a business empire which is superseding political control, declares Dr. Walton H. Hamilton of Yale University. "The reason for this rapid change," he said, "lies in the fact that Americans are not political-minded, and also on our rapid development along mechanical lines which rules out slow political action—industrial control being essentially immediate."

THE EXTENT to which the five and five and one-half day working week has been adopted by manufacturing plants is to be sought in the 1930 census in an effort to trace the growth of the movement. Information also will be sought for the first time on the migration of industry. Women in industry are to be studied again to determine whether mechanization has brought about shifts in the character of workers required and whether the changes have tended to increase or decrease the number of women in factories.

RADIO RECEIVING SETS in the world number more than 21,629,107, the United States having 10,250,000, according to the electrical equipment division of the Department of Commerce. Europe, aside from Russia and Turkey, has 9,139,824 sets. These figures indicate that there is one receiving set for every twelve and one-half persons in the United States, and one for every fifty-three in Europe and one for every eighty-eight in the world. Estimated value of these sets is placed at $1,843,750,000.

GASOLINE TAXES in the United States have leaped from an average of fifty cents per motor vehcile in 1921 to $13 per motor vehicle in 1928, and before the end of 1929 the Nation's average gas tax may be $17 per automobile, according to a survey by the American Petroleum Institute. The surveys shows that every state in the Union now imposes a tax on gasoline. Thirty states have a four-cent tax and three a six-cent tax.

ABOLITION OF WAR through agreement among the industrial leaders of the world to withhold from belligerent nations essential industrial raw materials is the plan outlined recently by Edward N. Hurley of Chicago, war-time chairman of the United States shipping board. He named a number of industrial leaders, who, he said, were in a position to control a substantial percentage of the world supply and allotment of ten or twelve of the basic raw materials without which no nation could wage war under modern conditions.

COMMANDER BYRD and his three companions in the polar flight saw about thirty-four times as much territory as either Captain Robert F. Scott or Captain Roald Amundsen on their trips from the Ice Barrier to the South Pole and back, it was estimated by W. L. G. Joerg, in charge of polar research for the American Geographical Society. And, of course, the airmen saw it in a small fraction of the time required by the earlier explorers.

GOLD STANDARD will be resumed in Japan after being on a paper money standard for more than twelve years. Japan has surmounted many difficulties in arriving at the point where its government felt safe in removing the gold embargo. Although it is the last major power to restore its currency to a gold basis and permit a free flow of gold, domestic conditions there have been such as to make the decision one worthy of commendation from other nations whose economic position has been more favored.

PICTURES OF ROASTING souls in hell make more atheists than any other thing in the world, recently declared the bishop of London in a sermon in Westminster Abbey. He said it seemed certain that passages in the gospel of St. Matthew on the subject of future punishment, "attributed to our Lord, were not said by our Lord at all."

LOANS ON LIFE INSURANCE were applied for by 250 per cent. more policy holders to the Connecticut Mutual Life Insurance Company than normally between October 29 and November 16, 1929. The increase was attributed to the drop in the stock market. The cash disbursement during the period was $1,337,566.

WITHIN RECENT YEARS the whole complexion of modern life has been changed by the development of a host of new products of physiochemical research, declares Professor Norris F. Hall, University of Wisconsin chemist. Radio tubes, cheap structural steel, duralumin for airships, are a few examples. Beyond these still lies a vast field of research before a final goal is reached.

The BOOK TABLE

PLANNING A CAREER. A Vocational Civics. By Lewis W. Smith, superintendent, Berkeley, California, and Gideon L. Blough, Joliet, Ill., Township High School. Cloth. 470 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company, Incorporated.

This book meets one of the greatest needs of today, educationally, civically and industrially. It is of inestimable importance that children early decide what they would like to do as a life business that they can do successfully. We hope you will read our editorial on "Planning a Career" in this issue of the Journal of Education.

INTRODUCTION TO SCIENCE. By Otis William Caldwell, Columbia University, and Francis Day Curtis, University of Michigan. Cloth. Profusely Illustrated. 690 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Otis W. Caldwell has a masterful genius for arousing dormant minds by sprinkling the aroma of significant facts at the right time, in the right place to make science the one thing of interest in life to young people in school, at home or away from school and home.

He is equally skillful in using the comradeship of master minds who have the patience to winnow helpful and enjoyable science from the static traditional sleep production material so comforting to dreamy natures.

Caldwell and Curtis have produced an entirely new attraction for every phase of elementary science, have rearranged the by-ways to highways, and have the most enticing bill board illustrations pointing the way to the nearest filling station for scientific enthusiasm.

THE JINGLING A. B. C.'S. By Charlotte Krum, the Avery Coonley School, Downers Grove, Illinois. Illustrations by Pauline Batchelder Adams. Evanston, Illinois, New York, Philadelphia, San Francisco: Row, Peterson and Company.

We have no phrases adequate to give the faintest suggestion of our admiration of this most captivating book for little people.

The author says the outstanding difference between this book and traditional alphabet books lies in its richer educational values. The sound, or function of the letter, rather than its name, is carried to the child repeatedly, and the capital and corresponding small letter are always associated, the small letter receiving due emphasis. She says she has found these rhymes a happy and effective means of introducing reading in first primary groups. The picture is enjoyed and the children freely speculate as to what it is about. They are thus eager to listen when the teacher reads the rhyme. Then follows pleasant interplay, taking turns finding certain lines, certain phrases, and in the course of time, certain words and last of all, sounds.

Through beginning reading with rhythmic wholes such as these jingles, the child utilizes his natural love for rhythm and alliteration; he comes early to see that reading is not naming single words, but getting ideas from groups of words; and he automatically senses the order of words in print.

BACKGROUNDS OF BIOLOGY. By John Giesen, St. Thomas College, St. Paul, and Thomas L. Malumphy, Holy Cross College, Worcester, Mass. Cloth. 278 pages. Milwaukee: The Bruce Publishing Company.

This is a scholastically scientific presentation of the Background of Biology with a classification of essential facts selected for the purpose of having the busy man or woman of today know what is vital for parents to know and at the same time meet the social need of young people today without jeopardizing their faith or devitalizing their character or their spirit of service to the community, the home and the church.

DAISY, PRINCESS OF PLESS, By HERSELF. Edited with an Introduction by Major Desmond Chapman-Huston. Fully Illustrated. New York: E. P. Dutton and Company, Inc.

In no other way can an American get as captivating a view of as many sides of the World War, before, and during and after war as in this rich and brilliant book of memoirs by an impulsive Irish-Englishwoman who was caught in the trap of being the wife of a German Prince during the Great War. A social belle and famous beauty in the days of King Edward VII and Alexandra, Daisy Cornwallis-West was, through her birth, brought up among the English royalty and nobility. Through her German marriage she became acquainted with the intimate life of the Hohenzollerns, as well as of the other reigning houses of Europe.

In this book, enriched from her letters and diaries, she presents hitherto unknown pictures of the diplomatic and military life in Germany during the war. Perhaps the crowning achievement of the book is her remarkable delineation of the Kaiser, who greatly admired her and was her very loyal friend.

PLANE TRIGONOMETRY. By Ernest Jackson Ogsley and Hollis Raymond Cooley, New York University. Cloth. New York: Prentice-Hall, Inc.

In the complex life of today a working knowledge of trigonometry is as desirable for any one who professes to think in present-day affairs as high school algebra was ten years ago, and is as vital to a working culture as simple rhetoric was formerly.

Those uninformed old-timers who think modern education is "soft" should realize that Plane Trigonometry, which is now a universal need, is as stiff a mental exercise as anything in use in their day.

The Ogsley and Cooley "Plane Trigonometry" is a remarkable combination of utility and mental discipline.

THE GIRL OF THE MESA. A Story. By Mae Foster Jay. Fully Illustrated. Cloth. 300 pages. Boston: W. A. Wilde and Company

In the series of Books for Girls the publishers have produced a whizzer of a story of a girl who lived, roamed and developed in the Southwest before it was modified.

NEWELL'S PRACTICAL CHEMISTRY REVISED. By Lyman C. Newell, professor of chemistry, Boston University. Cloth. 727 pages. New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Chemistry is second to no subject in the high school today, and it is almost infinitely more interesting and important than it was before 1920. The chemical inventions and discoveries in the last ten years rival in significance the evolution in automobile creations.

No one in the world could have written "Practical Chemistry Revised" before 1920. The Revision is not an author's or publisher's trick to duplicate sales, but is as indispensable as to plant seed after the ground is prepared.. And Professor Newell has the latest scientific information, the pedagogical genius, the literary art to produce a chemistry that awakens and sustains interest ideally.

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GRINS BETWEEN GRINDS

Maybe Tougher!

A lady was entertaining the small son of her married friend.

"Are you quite sure you can cut your meat, Willy?" she asked after watching him a moment.

"Oh, yessum," he replied without looking up. "We often have it as tough as this at home."

Huh?

"This man speaks of marriage as an institution."

"Well, it is."

"Huh?"

"Ask any inmate."

Poor Waiter

Angry (would be) Diner—"You pay your waiters here, don't you?"

Restaurant Proprietor—"Of course we do!"

Angry Diner—"Well, then, pay me my half day's wages, I'm tired of waiting and am going to quit."

Listens Well

"An' phwat is your Patsy doin' these days, Mrs. O'Hagan?" "Ah, he's doin' foine! He's a conductor in the opery-house, an' wears a swally-tail coat." "A conductor, is it? An' phwat does a conductor do?" "Sure he conducts the people to their saits!"

Just a Misprint

As reported—"The happy couple will make their home at the old Manse."

As printed—"The happy couple will make their home at the old Man's."

Giving Himself Up

"Offisher, you'd better lock me up. Jush hit my wife over the head with a club."

"Did you kill her?"

"Don't think sho. Thash why I want to be locked up."

Easily Done

"My brother graduated with 103 degrees."

"Impossible!"

"Not at all. He worked himself up into a fever on Commencement Day."

News Is News

The reporter was sent to write up a charity ball. His copy came in late and it was careless. The editor reproved him the next day by quoting an extract:—

"Look here, Scribbler, what do you mean by this: 'Among the most beautiful girls was Robert McNair Steele'? Steele isn't a girl. He's one of our principal shareholders."

"I can't help that," returned the realistic reporter, "that's where he was."

Near Enough

Teacher had been giving a class of youngsters some idea of proverbs, and after the lesson she put some questions.

"Birds of a feather do what, Peggy?" she demanded.

"Lay eggs," piped the small girl without hesitation.

Slumps for Breakfast

Mrs. Newlywed—"Have you any nice slumps this morning?"

Butcher — "Slumps? What are they?"

Mrs. Newlywed—"I don't know, but my husband is always talking about a slump in the market, so I thought I'd try one."

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Variety in Industrial Courses

Reports received by the United States Bureau of Education indicate that many novel courses are finding places for themselves in the public schools. A number of high schools, for example, report that they are giving courses in aviation. Typical of these is the Joliet, Illinois, Township High School which now offers a course in aeronautics in which the theory of flying is stressed. Instruction relative to airplane engines is given in connection with the fourth-year work in auto mechanics. Owing to the demand for service men in the radio industry, the vocational education board of Essex County, N. J., organized specific radio courses in the trade schools of the county. A course in stagecraft, in which the students learn to construct scenery, do painting and decorating, and electric wiring for illumination, is offered by the Santa Barbara (Calif.) High School. A course in foundry practice in cooperation with a large harvester company is offered by the high school of Stockton, Calif. The instruction is carried on in the factory of the company by an expert foreman. A program including courses in power-plant engineering, laundry work and linotype work has been developed by the Union High School, Fort Bragg, Calif. A course in stone drafting, together with work in the actual production of materials for buildings is offered by the Bedford (Ind.) High School, which is situated in the centre of the oolite limestone industry. The Frank Wiggins Trade School, Los Angeles, Calif., offers a janitors' engineering course covering heating, lighting, and ventilating from the standpoint of a janitor's responsibilities.

"Date Bureau" Urged

A "date bureau" to serve the need for companionship among men and girl students at Carnegie Technological Institute is advocated by an article in the current issue of the Tartan, student publication. All students would be classified in a directory along with the telephone number, address and a picture of the prospective "victim." Good dancers would be printed in red letters. Names of girls content with a balcony seat in the movies would be similarly marked. One's height would be given. When the "victim" would be engaged or "out of circulation," he or she would be so marked in the book. Those using the "service" would be required to report their experiences and opinions so that applicants in the future would be able to benefit by that experience. This last suggestion, it was naively stated, might cause some diplomatic handling before it could be incorporated into the rules and regulations of the "bureau." While it was admitted that many of the students and co-eds would be willing to unburden themselves of "opinions," it was also said that many would be reluctant to tell of their "experiences." The "date bureau," according to the publication, is needed to promote friendly meetings of students who are far from their home life and who wish to have an occasional afternoon or evening off with congenial companions.

THE ARLO BOOKS

News note in Durham, N. C., paper

"CLEMATIS, by Bertha B. and Ernest Cobb, was voted the most popular book among the children of Durham, N. C., in the ballot conducted by the children's department of the Durham public library during book week. The type of books voted as favorites proves that worthwhile books are really more popular with the children than mediocre ones."

All the ARLO BOOKS hold a unique place in the affections of children the world over. As the holiday season comes, they furnish an opportunity for you to play Santa Claus to your schools. We hope to hear from you this year.

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Industry in High Schools

High schools now under construction or being modernized, if they really seek to be up-to-date, make provision not only for classrooms, libraries and laboratories, but also for shops. The old "manual training room" with a lathe and a few tools no longer suffices: the high school of today must have a whole "industrial education" department. The trade school, where boys acquire along with English and mathematics the fundamentals of certain occupations, is not new. But for this idea to permeate to the general high school, even in small towns, is relatively new. This development may be noted in the recent addition of many courses hitherto undreamed of in a public school curriculum. This trend has come about naturally with the change in the type of the high school student body. The high school is no longer attended only by a selected, unified group whose aim is to pursue its studies beyond the elementary grades. From 1890 to 1926, while the population of the United States was increasing 86 per cent., the secondary school enrollment was increasing almost 1,100 per cent.—an unprecedented increase that brought an equally unprecedented diversification. As a result the average high school student body is now made up of many groups with varying interests, abilities and opportunities, each with special needs to be met. This change called for alterations making the program democratic in fact as well as in name.

Fraternities Aid Scholarship

The Interfraternity Conference at its annual meeting in New York City, acting on the question of deferred pledging, which has been much discussed on college and university campuses, urged hastening the affiliation of students with fraternities in order to help them to "get down to the busi-

ness of study." The meeting adopted the report of a committee on deferred pledging which sent out questionnaire on the subject and studied the replies of 122 colleges and universities before coming to the conclusion that "three weeks is sufficiently long enough for a freshman's mind to be concentrated on getting acquainted and on receiving a bid." The detailed plan, permitting pledging at the end of the second week of college, which lays emphasis on scholarship, recommended that initiation be deferred until the student pledged has proved his ability by maintaining a C average in at least twelve credit hours.

Meetings To Be Held

DECEMBER

26-31: American Association of University Instructors in Accounting; Sec. Howard C. Greer, Ohio State University, Columbus, Ohio.

26-28: American Society for the Study of Disorders of Speech; Sec. Sarah M. Stinchfield, Mt. Holyoke College, South Hadley, Mass.; New York City.

26-28: College Art Association of America; Sec. James B. Munn, New York University, New York City; Boston, Mass.

26-28: Illinois State Teachers Association; Sec. R. C. Moore, Carlinville; Springfield.

26-29: Montana Education Association; Sec. R. J. Cunningham, Box 217, Helena, Montana; Bozeman, Great Falls, Miles City.

26-28: Music Teachers National Association; Sec. D. M. Swarthout, University of Kansas, Lawrence, Kansas; Cincinnati, Ohio.

EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION AS TEACHERS
1929

BOSTON PUBLIC SCHOOLS: Examinations of candidates for certificates of qualification to serve as teachers in the public schools of Boston will be held in The Teachers College of the City of Boston, Huntington Avenue, near The Fenway, during the week of the Christmas vacation, beginning Thursday, December 26, 1929.

Detailed information with respect to these examinations may be obtained by application to the Chief Examiner, 15 Beacon Street, Boston.

JOEL HATHEWAY,
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